UTAH

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE II

November 2016

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SSIP Phase I Executive Summary and Progress Made During FFY 2014

Utah's 2013–2014 Student Assessment of Growth and Excellence (SAGE) end-of-level statewide tests show 42.2% of students without disabilities in grades three through eight and ten were proficient in mathematics, while just 12.9% of students with disabilities were proficient- a 29.3% achievement gap.

To address this achievement gap, the Utah State Board of Education (USBE) brought together a variety of education and community stakeholders to create the SSIP Phase I. The USBE held multiple in-person and online meetings with these groups to review and analyze state and LEA data as well as USBE infrastructure, and to determine the area of greatest need for immediate improvement for students with disabilities.
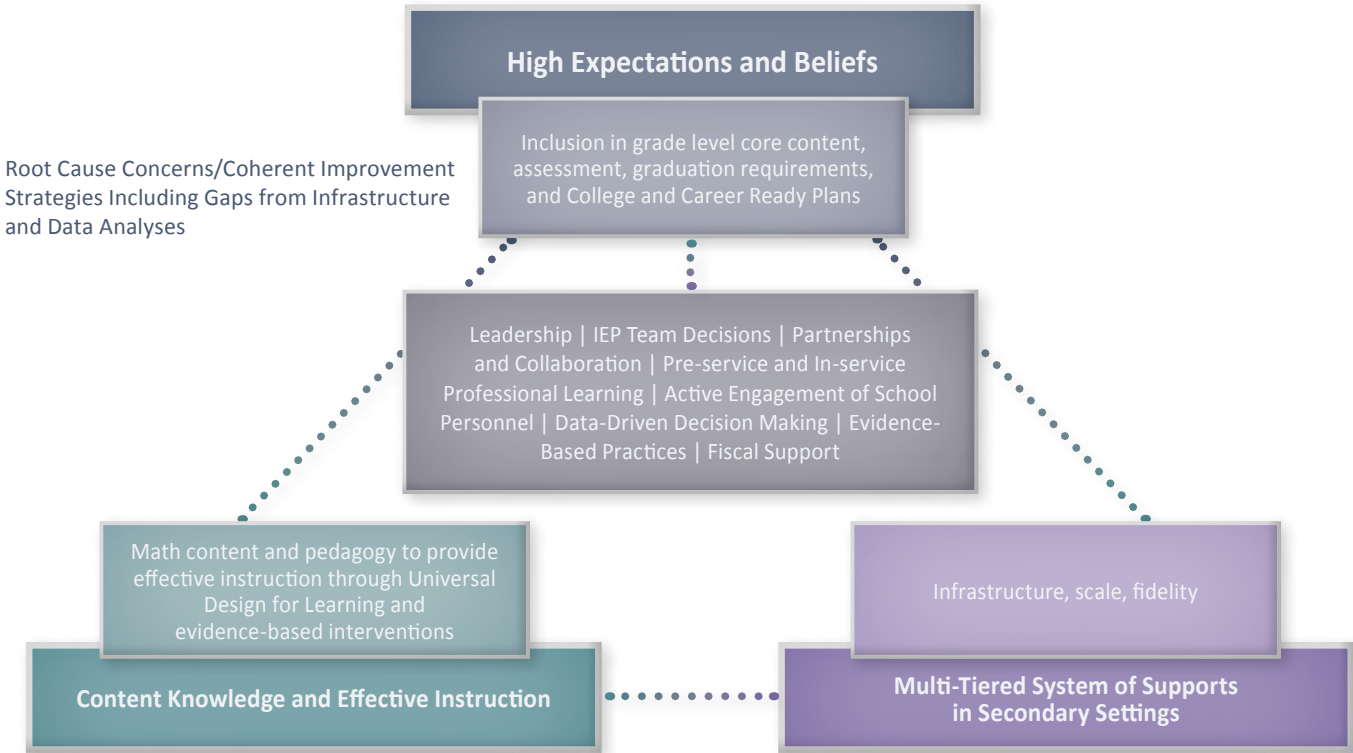
Stakeholders reached consensus on Utah's State-Identified Measureable Result (SIMR). The goal is to increase statewide proficiency by 11.11% for students with Speech Language Impairment (SLI) or Specific Learning Disabilities (SLD) in grades six through eight on SAGE mathematics over a five-year period.

The SIMR-specific language was selected after a review of statewide Utah mathematics assessment data over the last five years, in which proficiency trends were obvious. In order to improve achievement in mathematics, stakeholders identified three primary focus areas for the USBE and LEAs:

1. Administrator, teacher, parent, and student attitudes and behavior (resulting in some IEP team decisions that limit grade level Core mathematics instruction);

2. Teacher understanding of mathematics standards and effective instruction; and

3. An educational system that decreases general education instructional support and interventions in secondary settings, during a time when the mathematics Core standards become more rigorous and abstract.

Across the three root causes identified by Utah stakeholders, there are common themes which, *when aligned, addressed, and supported through Utah's selected Coherent Improvement Strategies,* will result in correcting the identified root causes and ensure achievement of Utah's SIMR. Those themes include:
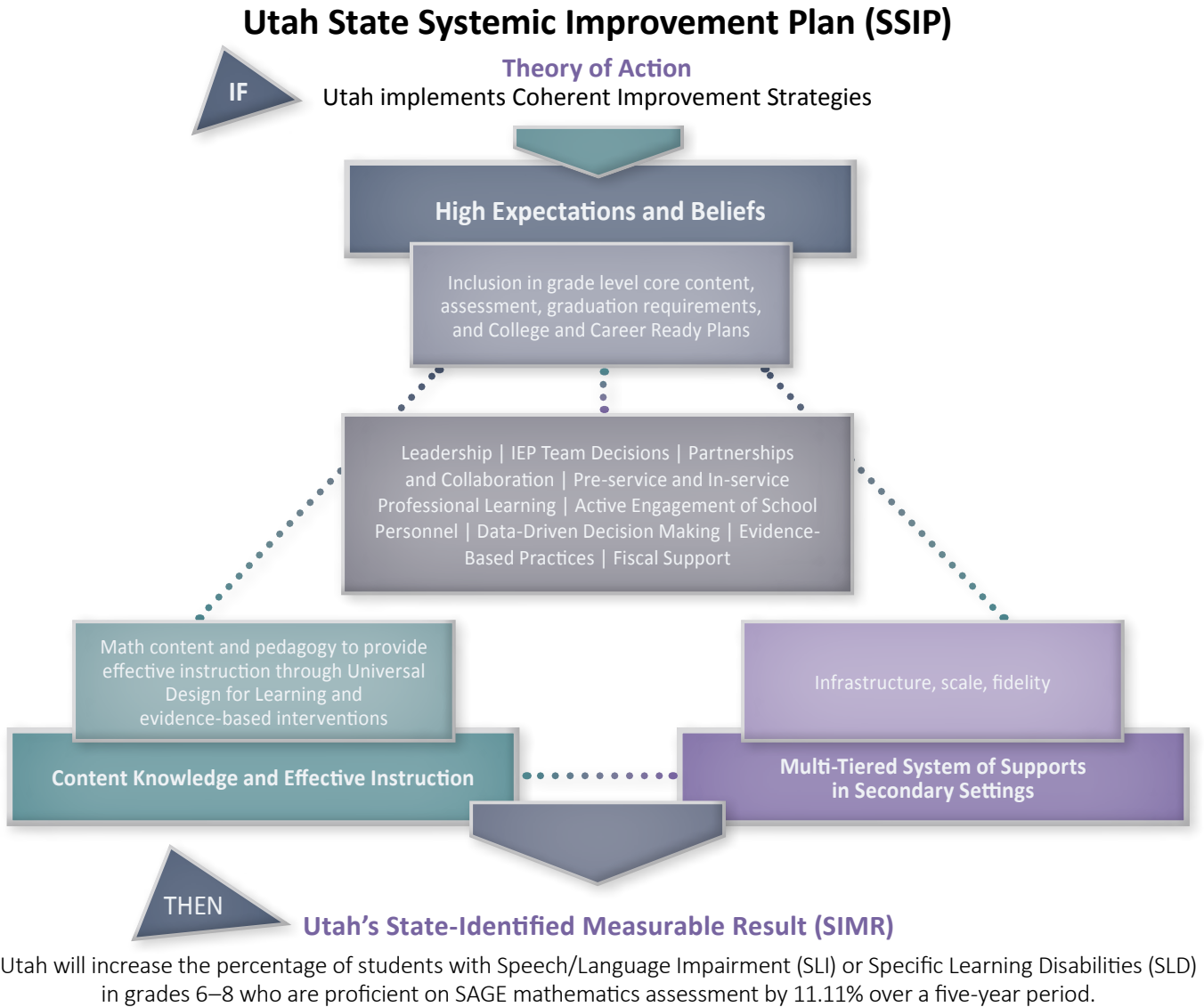
▶ Creating a learning environment that is supportive of leadership, partnerships, and collaboration to meet changing national, state, and local requirements;

▶ Basing IEP team decisions on individualized student needs with the provision of special education and related services to support achievement of the Utah Core Standard's (UCS) in the Least Restrictive Environment (LRE);

▶ Providing both preservice and inservice professional development (PD) to ensure all Utah teachers possess adequate UCS content and pedagogy skills to meet the needs of all students;

▶ Engaging all school personnel to support educators, students, and families during the transition;

▶ Grounding educational and instructional decisions in data and the use of evidence-based instructional practices; and

▶ Funding at the federal, state, and local levels to sustain effective practices.

Root Cause Concerns/Coherent Improvement Strategies Including Gaps from Infrastructure and Data Analyses

High Expectations and Beliefs

Inclusion in grade level core content, assessment, graduation requirements, and College and Career Ready Plans

Leadership | IEP Team Decisions | Partnerships and Collaboration | Pre-service and In-service Professional Learning | Active Engagement of School Personnel | Data-Driven Decision Making | Evidence-Based Practices | Fiscal Support

Math content and pedagogy to provide effective instruction through Universal Design for Learning and evidence-based interventions

Infrastructure, scale, fidelity

Content Knowledge and Effective Instruction

Multi-Tiered System of Supports in Secondary Settings

The impact of the Coherent Improvement Strategies, based upon the root causes and common themes, will result in three vital changes leading to increased student proficiency.

1. Administrators, teachers, parents, and students will see the need to and expect students with disabilities to master mathematics content (resulting in IEP team decisions that require and scaffold grade-appropriate Core mathematics instruction);

2. General education and special education teachers will understand mathematics standards and effective instruction will improve for all students; and

3. The state and LEAs will increase general education instructional support and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract (i.e., Multi-Tiered System of Supports [MTSS]).

In addition to the SSIP-specific improvement strategies, Utah has many infrastructure strengths to further support professional learning, accountability and monitoring, data availability and usage, and a statewide MTSS project funded by Office of Special Education Programs (OSEP) State Personnel Development Grant (SPDG) through 2017. Utah is participating in a variety of state-level initiatives that will be incorporated and leveraged within this SSIP, including existing improvement efforts in the Utah Elementary and Secondary Education Act (ESEA) Flexibility Waiver, which ends August 2016 but will be replaced by an updated version of the Utah Excellence (Equity) Plan; the USBE Strategic Plan; the Council of Chief State School Officers' (CCSSO) Network for Transforming Educator Preparation (NTEP). State Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center Intensive Technical Assistance; Governor Herbert's PACE *(Prepare young learners, Access for all students, Complete certificates and degrees, Economic success)* initiative; and the USBE's Cross-Department SSIP Implementation Team (CDIT) and cross-department budgeting. These strengths will be used to implement, scale up, and sustain the use of evidence-based practices in Utah's SIMR, while areas needing improvement will also be addressed to reduce the impact of the gap.

Utah State Systemic Improvement Plan (SSIP)

Theory of Action
Utah implements Coherent Improvement Strategies

IF

High Expectations and Beliefs

Inclusion in grade level core content, assessment, graduation requirements, and College and Career Ready Plans

Leadership | IEP Team Decisions | Partnerships and Collaboration | Pre-service and In-service Professional Learning | Active Engagement of School Personnel | Data-Driven Decision Making | Evidence-Based Practices | Fiscal Support

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Multi-Tiered System of Supports in Secondary Settings

THEN

Utah's State-Identified Measurable Result (SIMR)

Utah will increase the percentage of students with Speech/Language Impairment (SLI) or Specific Learning Disabilities (SLD) in grades 6–8 who are proficient on SAGE mathematics assessment by 11.11% over a five-year period.

Initially, nine LEAs across Utah were selected to participate in the SSIP. Scaling up plans will adjust each year for the next five years to ensure that the SSIP is broad and effective enough to build the capacity of all Utah LEAs to systematically increase the mathematics proficiency of students with disabilities in grades six through eight.

In the Phase I SSIP Report, Utah indicated that the baseline percentage of students with disabilities proficient in grades six through eight was 14.90%. That percentage represented the total population of all disability types for those grades. In refinement of the SIMR and development of the Phase II Evaluation Plan, Utah determined that a more appropriate baseline is the percentage of students with the educational classification of SLI and SLD, which is 7.10%. Because this percentage more closely represents the targeted group of students with which Utah is working to improve proficiency, the state has determined to change the baseline percentage for the SIMR to 7.10%. As outlined in Phase I of the SSIP, Utah will increase the target percentage of proficient students with the educational classification of SLI and SLD by 2.22% each year. For FFY 2014, the target for Utah's SIMR was 9.32%. Utah's actual data was only 8.70%, which did not meet the target but which was an improvement of 1.60% over baseline. Utah is very pleased that so much progress was made during the Phase II year, as very few implementation activities occurred, and those that did were largely related to the improvement of expectation and beliefs. Utah expects to meet SIMR targets in future years.

SSIP Phase II

Infrastructure Development

During Phase I of the SSIP, Utah determined that that biggest infrastructure gap was a lack of collaboration across departments of the USBE. For many years, each department has worked independently in its own silo to provide compliance monitoring, TA and support, and professional development to LEA staff based on USBE department-identified needs. As a result, many different types of compliance monitoring and improvement efforts have been duplicated, while others have been neglected. One of the areas identified as neglected was support from the Teaching and Learning (T&L) and Student Advocacy Services (SAS) (federal programs, equity, adult education, youth in custody, and comprehensive guidance) departments to consider the needs of and participate in the improvement efforts for the achievement of students with disabilities. In an unprecedented show of support for the improvement of outcomes for students with disabilities, the directors of the T&L and SAS departments each decided to join the Director of Special Education in dedicating at least two hours of their time monthly, as well as several members of each of their staffs, to implement the SSIP.

A cross-department SSIP implementation team was formed with a team lead chosen from the USBE T&L department and a team lead chosen from the USBE (Special Education) department to align and leverage existing improvement efforts and determine the need for new ones.

Table 1: USBE Cross-Department SSIP Implementation Team (CDIT)

USBE CROSS-DEPARTMENT SSIP IMPLEMENTATION TEAM (CDIT)		
Teaching and Learning	**Diana Suddreth,** Director **David Smith,** Science Technology Engineering and Mathematics (STEM) Coordinator **Joleigh Honey,** Secondary Mathematics Specialist, **Team Lead**	**Team Vision:** Convergent* Implementation of the SSIP Theory of Action to improve mathematics outcomes for all students.
Special Education	**Glenna Gallo,** Director **Leah Voorhies,** Program Improvement and SSIP Coordinator, **Team Lead** **Kim Fratto,** Effective Instruction Coordinator **Becky Unker,** Mathematics and SSIP Specialist	
Student Advocacy Services	**Ann White,** Director **Rebecca Donaldson,** School Improvement Coordinator **Lillian Tsosie-Jensen,** School Counseling, Equity, and Prevention Coordinator **Jeff Ojeda,** School Improvement and Alternate Language Services Specialist	**Team Goal:** Collaborate across departments to create a common vision and implementation plan for the SSIP Theory of Action: high expectations and beliefs; content knowledge and effective instruction; and multi-tier systems of support.
Assessment	**Jo Ellen Shaffer,** Director **Todd Vawdrey,** Secondary Mathematics Specialist **Jared Wright,** Elementary Mathematics Specialist	
Utah MTSS Project	**Catherine Callow-Heusser,** Mathematics Specialist	
Utah Professional Development Network	**Leslie Buchanan,** Implementation Specialist/Coach	

* The CDIT decided to use the word "convergent" in the vision as a reference to the Collaboration Continuum. One of the SSIP Phase I activities undertaken in the Infrastructure Analysis was to survey USBE staff about the level of collaboration currently in the building and to make a goal to improve it. An activity related to continued improvement of USBE staff collaboration appears in the Implementation Matrix of this document.

Future CDIT meetings agendas will continue to focus on one of the three Coherent Improvement Strategies while the CDIT works to accomplish two specific tasks:

1) The first task is to create products that can be used statewide to advertise and inform stakeholders about SSIP implementation. The CDIT is creating power-point slides, elevator speeches, brief handouts, white papers, and resource lists that can be incorporated into any and all presentations given by a USBE instructional staff member, including the Superintendency. Additionally, information products that provide a quick overview of the SSIP, outline root causes and Coherent Improvement Strategies, and introduce the SIMR and how Utah data aligns with national research trends, as well as activities that the USBE will be undertaking to achieve the SIMR, have been or are being developed, all leading any stakeholder to understand the SSIP Theory of Action and what role each can play in implementation. Besides increasing awareness of the SSIP and improving the state's ability to support LEAs, the major focus of these products is to help stakeholders change their expectations and beliefs about the need for students with disabilities to have access to grade-level mathematics content and the ability of students with disabilities to master grade-level mathematics content when provided with effective instruction and supports.

2) The second task of the CDIT is determine the resources and supports LEAs need from the USBE in order to be able to effectively implement the SSIP, especially the implementation and scaling up of the use of Evidence-Based Practices (EBPs), and then disseminate those resources and supports. In fact, after six months of ongoing conversations about the implementation of the SSIP, the CDIT is most concerned about how to support LEAs in implementing and scaling up the use of EBPs. The CDIT is creating a plan to align the PD and TA activities that each department already provides to LEAs with SSIP implementation, and then to expand other activities already provided to include SSIP implementation strategies.

State-Level Alignment

The USBE recognizes that in order to adequately and effectively implement the SSIP and improve infrastructure, other state agencies and stakeholders must collaborate with the USBE and LEAs. To that end, the USBE SES Director, SSIP Coordinator, and SSIP Specialist have been meeting with stakeholders, including other state agencies, to support state infrastructure improvements, solicit feedback regarding the SSIP Implementation and Evaluation Plans, and elicit support for and help with the SSIP implementation process. Further, as the CDIT creates products to advertise the SSIP and resources to share with LEAs, the members will disseminate information and resources to all of the stakeholder groups with which they interact and request that representatives from state agencies, organizations, and associations do the same.

Using the same process Utah successfully employed to solicit stakeholder input and buy-in during Phase I, the SSIP Coordinator and SSIP Specialist have guided the development of the SSIP Implementation and Evaluation Plans by going to stakeholder groups instead of just asking for representatives to attend stakeholder meeting. By getting on the agenda of already-scheduled meetings of the state agencies and organizations that either pay for, provide, receive, participate in, or collaborate on IDEA services and issues, and/or provide expertise, Utah was able to discuss with hundreds of stakeholders how best to achieve the SIMR and receive valuable feedback about the implementation and the evaluation of the SSIP. These discussions occurred with a wide selection of stakeholders at numerous state, regional, and local meetings, as well as statewide and regional conferences during the last year, and Utah reached many more stakeholders than would have participated otherwise. Further, to reach stakeholders who either don't have regular meetings or who weren't in attendance when SSIP feedback was discussed, multiple internal and external in-person and written discussions of implementation and evaluation activities were undertaken.
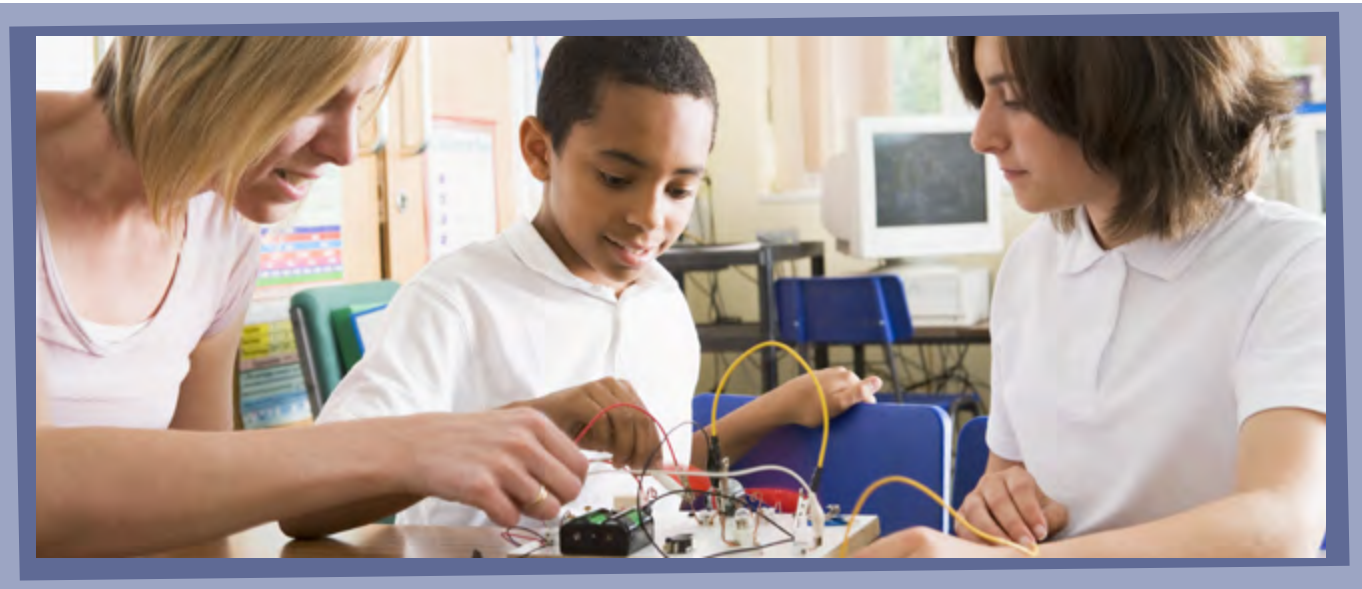
Support for LEA Implementation of Evidence-Based Practices (EPBs)

The implementation of EBPs is the biggest concern of Utah moving forward with the SSIP. Research in mathematics EBPs for students who are struggling is behind that of literacy/English language arts (ELA) and research regarding students with disabilities and EBPs in mathematics is even less prolific. The USBE has formed the CDIT to guide the work of SSIP implementation at the state level, and the members are working together to advertise the SSIP and create resources that LEAs can implement to improve stakeholders' expectations and beliefs about the ability of students with disabilities to master mathematics content; to improve teacher content knowledge, especially that of special education teachers; to improve Core Tier I instruction using EBPs that align with the Utah Effective Teaching Standards and Indicators *(http://schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching.aspx),* and to provide evidence-based interventions within an MTSS context.

Almost as important as implementing EBPs is decreasing the use of practices that evidence has shown to be ineffective, such as within-class grouping, ability grouping, retention, multi-grade/age classes and leveled grouping, ability tracking, and low expectations. The CDIT is concerned that these ineffective practices lead to students with disabilities taking off-grade-level mathematics courses and assessments. Thus, as LEAs implement EBPs and discontinue the use of ineffective practices, students with disabilities will have more equitable access to grade-level Core content.

The USBE will provide "universal" supports to all LEAs in the state while providing "targeted" supports to LEAs who request PD and TA related to mathematics in their special education PIPs and then more "intensive" supports to those LEAs determined by the SSIP Phase I data and infrastructure analyses to be in a position to leverage the most change and move the state toward SIMR achievement.

The universal tier of SSIP implementation is being designed so that all LEAs may access in-person trainings, webinars, book studies, and materials about EBPs, etc. to support their mathematics improvement activities. The USBE SES and CDIT will use the outcome data received from these activities as part of the continuous feedback and improvement loop.

When LEAs identify in their special education Program Improvement Plans that they need support to improve mathematics outcomes for students with disabilities, they also have the ability to request PD and/or TA support from the USBE and UPDN. In this manner, the USBE will provide "targeted" support to some LEAs who self-identify the need, in addition to providing PD and/or TA.

A few LEAs selected during Phase I of the SSIP will receive intensive support to implement pilot projects that utilize EBPs. As projects finish successfully, the implementing LEAs will share their projects and findings with all other LEAs so that others benefit from the pilot projects and the use of EBPs will scale up through the state. A subset of nine LEAs were invited for participation in the initial implementation; because these nine LEAs are receiving "intensive" support from the USBE in implementation of the SSIP, the USBE is calling them the I-9 LEAs. Five large LEAs were chosen to be I-9 LEAs: Alpine School District, Davis School District, Jordan School District, Washington School District, and Granite School District. Two medium-sized LEAs were chosen as I-9 LEAs, including Iron School District and Wasatch School District. Two small LEAs were also chosen to be I-9 LEAs, including Quest Academy and Spectrum Academy, both charter schools.

The table below demonstrates the percentage and number of students that the I-9 LEAs must move from non-proficient to proficient on the SAGE test each year in order to individually achieve the SIMR or an 11.11% improvement for students with the classification of SLI or SLD in grades six through eight.

Table 2: I-9 LEA Targets by Percentage

I-9 LEA	% Proficient 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
Alpine District	12.45%	14.67%	16.89%	19.11%	21.33%	23.55%
Davis District	7.96%	10.18%	12.40%	14.62%	16.84%	19.06%
Jordan District	5.44%	7.66%	9.88%	12.10%	14.32%	16.54%
Washington District	6.45%	8.67%	10.89%	13.11%	15.33%	17.55%
Granite District	4.36%	6.58%	8.80%	11.02%	13.24%	15.46%
Iron District	6.88%	9.10%	11.32%	13.54%	15.76%	17.98%
Wasatch District	*N/A	11.22%	13.44%	15.66%	17.88%	20.10%
Quest Academy	N/A	N/A	N/A	N/A	N/A	N/A
Spectrum Academy	N/A	N/A	N/A	N/A	N/A	N/A

* Percentages listed as N/A were redacted to maintain student confidentiality.

Table 3: I-9 LEA Targets by Students

I-9 LEA	% Proficient 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
Alpine District	154	212	271	329	387	445
Davis District	72	106	141	175	210	244
Jordan District	48	77	106	136	165	194
Washington District	33	51	69	87	105	123
Granite District	55	94	133	172	211	250
Iron District	13	20	27	33	40	47
Wasatch District	*N/A	13	17	21	25	29
Quest Academy	N/A	N/A	N/A	N/A	N/A	N/A
Spectrum Academy	N/A	N/A	N/A	N/A	N/A	N/A

* Numbers listed as N/A were redacted to maintain student confidentiality.

The intensive support provided by the USBE began with a comprehensive and individualized data and infrastructure analysis in which the USBE SSIP Coordinator, the USBE SSIP Specialist, the USBE Data and Fiscal Coordinator, and a contract statistician met with each I-9 LEA to review all data the state had access to regarding the LEA and any data the LEA chose to bring to the table, including school and personnel practices. The I-9 LEAs then took the data back to LEA administration and staff to determine what type of SSIP implementation work they thought would leverage the most change in the mathematics achievement of students with disabilities but that was also aligned with the LEA's current continuous improvement plan and special education PIP.

The I-9 LEAs are each developing SSIP implementation "pilot" projects based on LEA data and LEA needs. The USBE is providing intensive support for these LEAs as the SSIP Coordinator and/or SSIP Specialist meet almost monthly with each to provide individualized support for the design of the project(s), to ensure that the projects are incorporating and/or scaling up the use of EBPs, and to evaluate the effectiveness of the project and to determine any resources needed by the LEA in order to efficiently and effectively implement the project. Resources being requested by I-9 LEAs include further data analysis, systems coaching, instructional coaching, professional development on the EBPs, and reimbursement awards for activities, etc.

Each I-9 LEA project has its own evaluation measure(s) embedded, and LEA staff and the SSIP Coordinator and SSIP Specialist will review the evaluation data periodically (timeline dependent on the individual project) to determine if the project is being implemented with fidelity and if desired outcomes are being achieved. USBE SES is requiring the I-9 LEAs to include implementation fidelity measures as part of their project evaluation plans. As each project is evaluated, it will be presented to the other I-9 LEAs so that they may learn from each other's successes, problem solve with one another through their barriers to success, and even discuss their failures. In this way, they will also be able to help one another figure out ways to scale up and sustain the projects and inspire each other to implement successful projects from other I-9 LEAs. All of the information collected by I-9 LEAs will also be shared with the members of the CDIT so that the USBE can track successes, barriers, fidelity of implementation, any failures, and sustainability, which will inform the knowledge base and the CDIT feedback loop.

Each I-9 LEA will also share information about the successes, barriers, fidelity of implementation, sustainability, and any failures related to their project(s) at each quarterly Utah Special Education Administrators (USEAM) meeting so that all LEAs in the state can benefit from the knowledge gain of the I-9 LEAs and adopt project information, contextualizing it to their data, needs and settings, and begin to implement the projects or components of the projects, including the EBPs. I-9 LEAs will also be able to become demonstration sites for EBPs for each other and the other LEAs in the state. As I-9 LEAs increase the mathematics knowledge and skill bases of LEAs across the state, all LEAs' mathematics proficiency data, as well as statewide mathematics proficiency data, will benefit.

Table 4: Implementation Matrix

Coherent Improvement Strategy I: High Expectations and Beliefs

Administrators, teachers, parents, and students will understand the utility of and expect students with disabilities to master mathematics content (resulting in Individualized Education Program (IEP) team decisions that require and scaffold grade-level Core mathematics instruction).

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Use the CDIT to produce SSIP information for dissemination, recommend statewide implementation plan and review evaluation data from SSIP improvement activities.	USBE administration, CDIT	Personnel time	2015–2019
b. Create and disseminate a beliefs and expectations survey related to students with disabilities (SWD) and mathematics access and achievement.	USBE SES, CDIT, stakeholders	Personnel time, IDEA state-level activity funds	2015–2016, 2017–2018
c. Continue to disseminate copies of the executive summary of Phase I of the SSIP to stakeholders statewide.	USBE administration, USBE instructional staff, UPDN, LEAs	Personnel time, IDEA state-level activity funds	2015–2019
d. Disseminate copies of the executive summary of Phase II of the SSIP to stakeholders statewide.	USBE administration, USBE instructional staff, UPDN, LEAs	Personnel time, IDEA state-level activity funds	2016–2019
e. Present at state and LEA conferences/meetings on purpose of SSIP and educators' roles in SIMR achievement and how their expectations and beliefs affect supports provided to SWD, course-taking patterns, and college and career readiness.	CDIT, USBE SES and administration, UPDN, UMTSS, LEAs	Personnel time, IDEA state-level activity funds, state funds, SPDG funds, LEA funds	2015–2017
f. Present at state and local conferences/meetings on purpose of SSIP and parents' roles in SIMR achievement and how their expectations and beliefs affect how IEPs are written, what services SWD receive, course-taking patterns, and college and career readiness.	CDIT, USBE SES and administration, LEAs	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015–2017
g. Discuss expectation and beliefs during parent intakes, add at least one slide about expectation and beliefs to the IEP parent workshops; add at least two content items to UPC website which address expectations and beliefs; train UPC staff once annually on this topic; include at least one item in the UPC emails or social media about mastering grade-level mathematics; create a math resource list to assist parents in helping their children learn grade-level mathematics content.	UPC	Personnel time, UPC funds	2015–2019
h. Present SSIP overview and information about EBPs at Utah Council of Teachers of Mathematics (UCTM).	CDIT and USBE SES	Personnel time	2016–2017
i. Provide PD and TA to teachers of students with significant cognitive disabilities.	USBE SES and UPDN	Personnel time, IDEA state-level activity funds	2015–2019
j. Engage a public relations firm to create and disseminate a statewide public awareness campaign about the SSIP.	USBE SES	Personnel time, IDEA state-level activity funds	2016–2019
k. Present at state and LEA conferences/meetings on the progress of the SSIP and review purpose of SSIP and educators' roles in SIMR achievement and how their expectations and beliefs affect supports provided to SWD, course-taking patterns, and college and career readiness.	CDIT, USBE SES and administration, UPDN, Utah MTSS project, LEAs	Personnel time, IDEA state-level activity funds, state funds, SPDG funds, LEA funds	2016–2019
l. Present at state and local conferences/meetings on the progress of the SSIP and review the purpose of SSIP and parents' roles in SIMR achievement and how their expectations and beliefs affect how IEPs are written, what services SWD receive, course-taking patterns, and college and career readiness	CDIT, USBE SES and administration, LEAs	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2016–2019
m. Facilitate a book study on *Mindset*, by Carol Dweck, or *Mathematics Mindsets* by Jo Boaler, for educators.	USBE SES	Personnel time, IDEA state-level activity funds	2016–2018
n. Continue to align USBE initiatives and all instructional improvement efforts to move the USBE along the collaboration continuum.	USBE instructional staff and administration, CDIT, Utah MTSS project, UPDN, (Assessment to Achievement), LEAs	Personnel time, state funds, IDEA state-level activity funds, state funds	2015–2019
o. Request increased funding for public education, especially programs and services for SWD.	USBE administration, policy makers, stakeholders	Personnel time, state and local funding	2015–2019

Table 5: Implementation Matrix II

Coherent Improvement Strategy II: Content Knowledge and Effective Instruction

General education and special education teacher understanding of mathematics standards and effective instruction will improve.

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Facilitate a book study on *Principles to Actions*, or *5 Practices for Orchestrating Mathematics Discussions*, by NCTM, for administrators.	USBE SES	Personnel time, IDEA state-level activity funds	2015–2016
b. Facilitate a hybrid face-to-face and online book study on *Principles to Actions*, by NCTM, for educators.	USBE T&L, contractors	Personnel time, state funds	2015–2017
c. Facilitate and archive online a book study and webinar on the Mathematics Practice Standards published by NCTM for educators.	UPDN	Personnel time, IDEA state-level activity funds	2015–2019
d. Facilitate an annual coteaching cohort of general and special education teachers focusing on both EBPs in coteaching as well as mathematics content and instruction and intervention using EBPs.	USBE SES, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015–2019
e. Support I-9 LEAs in creating and implementing pilot projects using EBPs.	USBE SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015–2019
f. Support I-9 LEAs in scaling up effective pilot projects using EBPs.	USBE SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2016-2019
g. Support LEAs in adopting and implementing successful I-9 LEA pilot projects using EBPs.	USBE SES, CDIT, UPDN, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2016–2019
h. Provide LEA-selected I-9 LEA staff with intensive PD, including workshops, webinars and lesson studies, on the implementation of the EBPs in mathematics for grades six through eight.	USBE SES, UPDN, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2015–2016
i. Provide professional development on Universal Design for Learning (UDL) within the context of mathematics instruction to general and special education staff.	USBE SES, UPDN	Personnel time, IDEA state-level activity funds	2015–2016
j. Provide special education administrators an overview of an EBP in the SpEdOmeter newsletter monthly.	USBE SES	Personnel time	2015–2019
k. Blog about of the use EPBs for mathematics, and practices that evidence demonstrates are not effective on a weekly basis for educators and other stakeholders.	USBE SES, CDIT	Personnel time, IDEA state-level activity funds	2016–2019
l. Provide a monthly resource to I-9 LEA special education directors regarding mathematics instruction and assessment resources (e-mail links, research articles, books, etc.).	USBE SES, CDIT, UPDN	Personnel time, IDEA state-level activity funds	2015–2019
m. Attend the MidSchoolMath Conference.	CDIT	Personnel time, IDEA state-level activity funds, LEA funds	2016–2019
n. Work with the School Improvement Section of the Student Advocacy Services department on School Study Teams (SSTs) to ensure mathematics proficiency improvements are considered during the school improvement process for the lowest-performing Title I schools.	CDIT, USBE SAS including School Improvement	Personnel time, Title I School Improvement funds, LEA funds	2015–2019
o. Provide PD and TA regarding mathematics improvements to LEAs based on their special education PIPs.	USBE SES, UPDN, UMTSS	Personnel time, IDEA state-level activity funds, SPDG funds	2015–2019
p. Work with CEEDAR and CCSSO's NTEP to align courses for special education preservice programs and mathematics endorsement courses.	USBE SES, USBE T&L mathematics staff, IHEs, CEEDAR, CCSSO	Personnel time, IDEA state-level activity funds, CEEDAR funds, CCSSO funds	2015–2016
q. Create courses and a cohort of teachers to earn the special education mathematics endorsement.	USBE SES, UPDN, LEA staff, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2016–2019
r. Provide a five-day Foundations of Mathematics course for I-9 LEA staff to kick off their pilot project work.	USBE SES, contractors	Personnel time, IDEA state-level activity funds, LEA funds	2015-2016

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
s. Provide co-sponsorships to Utah agencies and associations (CEC, UASP, UCTM, CASE) for conferences and conference sessions that address mathematics achievement and any of the three Coherent Improvement Strategies.	USBE SES, select Utah agencies and associations	Personnel time, IDEA state-level activity funds, Utah agency and association funds	2015–2019
t. Participate in the NCSI Mathematics State Collaborative.	USBE SES , CDIT, NCSI	Personnel time, IDEA state-level activity funds, NCSI funds	2015–2019
u. Collaborate with AtoA to provide systems coaching, PD and TA regarding EPBs and intervention for mathematics to low-performing schools participating in the initiative.	CDIT, USBE instructional staff, contractors	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015–2017
v. Provide PD and TA to administrators and educators about effective instructional coaching for mathematics and how to conduct fidelity checks of implementation.	USBE instructional staff, UPDN, contractors	Personnel time, IDEA state-level activity funds, state funds, LEA funds	2015–2017
w. Provide PD and TA to educators about developing, delivering, and evaluating PD, including the provision of transfer supports, using the seven step Effective Professional Development Cycle.	USBE instructional staff, UPDN, UMTSS, LEAs, select Utah agencies and associations	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds, select Utah agency and association funds	2015–2019

Table 6: Implementation Matrix III

Coherent Improvement Strategy III: MTSS in Secondary Settings

The state and local educational agencies will increase general education and instructional support and interventions in secondary settings, to scaffold mathematics Core standards as they become more rigorous and abstract.

Implementation Activities (Outputs)	Who Will Implement	Resources (Inputs)	Timeline
a. Create an online training module describing systems and instructional components required to implement an MTSS for mathematics.	UMTSS, CDIT	Personnel time, IDEA state-level activity funds, SPDG funds	2016–2019
b. Update the Utah three-tiered mathematics instruction and intervention document and disseminate statewide.	USBE mathematics section, CDIT, LEA staff	Personnel time, state funds	2016–2019
c. Create a document visually articulating and explaining definitions of UDL v. accommodations v. tiered instruction (each tier), and v. specialized instruction and the EBPs for mathematics that fit into each process.	USBE instructional staff, LEAs	Personnel time	2016–2018
d. Provide annual data drill TA meetings that explain LEA data child count and proficiency data and teach LEAs how to identify root causes and then how to turn root causes into PIP goals.	USBE SES	Personnel time, IDEA state-level activity funds	2015-2019
e. Use the CEEDAR Course Enhancing Modules to supplement mathematics professional learning opportunities for educators (http://ceedar.education.ufl.edu/cems/).	USBE SES, CDIT, USBE T&L mathematics staff, UPDN, IHEs, LEAs	Personnel time, IDEA state-level activity funds, CEEDAR website, LEA funds	2015–2016
f. Provide PD and TA to educators on the mathematics Coherence Map (www.achievethecore.org) and how to use it to scaffold the learning of struggling students.	USBE SES, CDIT, USBE T&L mathematics staff, UPDN, IHEs, LEAs	Personnel time, IDEA state-level activity funds, LEA funds	2015–2019
g. Provide systems coaching to LEAs and/or schools as they implement and/or scale up an MTSS related to mathematics.	USBE SES, UMTSS, UPDN, LEAs	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds	2015–2017
h. Provide instructional coaching to educators using the Coaching Growth Continuum as they implement EBPs, and discontinue the use of ineffective practices in mathematics instruction.	USBE SES, UMTSS, UPDN, LEAs	Personnel time, IDEA state-level activity funds, SPDG funds, LEA funds	2015–2019
i. Provide access to the WestEd Formative Assessments Insights course to preservice educators, current administrators, and also educators providing mathematics instruction.	CDIT, USBE instructional staff, LEAs, WestEd	Personnel time, IDEA state-level activity funds, state funds, LEA funds, IHE funds	2015–2019
j. Provide Sheltered Instruction Observation Protocol (SIOP) training specifically related to mathematics to educators.	USBE SAS, LEAs	Personnel time, state funds, LEA funds	2015–2019

Evaluation

SIMR Targets

Table 7: SIMR Targets

	Baseline 2014	Target 2015	Target 2016	Target 2017	Target 2018	Target 2019
% proficient	7.10%	9.32%	11.54%	13.76%	15.98%	18.20%
# proficient	776	1,172	1,568	1,964	2,360	2,756

The evaluation questions for Coherent Improvement Strategy I, High Expectations and Beliefs are:

► Did the SSIP implementation activities related to high expectations and beliefs increase the percentage of educators and parents who believe students with disabilities can master grade-appropriate content?

► Did the USBE data drill activities result in LEA improvement plans designed to address the improvement of mathematics proficiency of students with disabilities?

► Did SSIP implementation activities related to high expectations and beliefs increase the number of students with disabilities participating in the ACT?

► Did the implementation of the CDIT at the USBE result in infrastructure alignment and improvement and movement along the Collaboration Continuum?

The evaluation questions for Coherent Improvement Strategy II, Content Knowledge and Effective Instruction, are:

► Did the SSIP implementation activities related to content knowledge and effective instruction result in an increase in the number of special education teachers qualified to teach mathematics in secondary settings?

► Did the SSIP implementation activities increase the number of teachers who have been trained on EBPs for mathematics instruction?

► Did Utah's participation in the CEEDAR and CCSSO NTEP projects result in increased access to mathematics coursework by special education preservice teachers?

► Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

The evaluation questions for Coherent Improvement Strategy III, MTSS in Secondary Settings, are:

► Did the SSIP implementation activities related to MTSS in secondary settings increase the numbers of teachers who have been trained on EBPs for mathematics instruction?

► Did SSIP implementation activities related to intervention within an MTSS in secondary settings increase the number of students with disabilities who achieved a Utah-college-ready score on the mathematics section of the ACT?

► Was the scaling up of I-9 LEA SSIP pilot projects successful in increasing the assessment results of LEAs who adopted the projects?

The evaluation plan has two major parts. The first is the SIMR target calculation which is a simple measure of the annual percentage of Utah students with SLI or SLD in grades six through eight who are proficient on the SAGE mathematics assessment. This is the data that Utah will report to OSEP in the GRADS360 SPP/APR online reporting application. By 2019, Utah's goal is to improve the percentage by 11.11% (from 7.10% at baseline to 18.20%) over a five-year period. The SIMR requires that Utah increase its proficiency for this group of students with disabilities by 2.2% per year.

The second part of the evaluation is the periodic evaluation of the components of each of the three Coherent Improvement Strategies. Each component will be evaluated using a method that matches the type of activities (outputs) that will be implemented to achieve the expected outcomes of each activity. Such evaluation tools include surveys to show improvement in expectations and beliefs and to measure educator knowledge gain as a result of professional learning opportunities; common formative, benchmark and/or interim assessments or pre-and post-tests to measure students' knowledge/skill gains after receiving instruction and/or intervention using specific EBPs, and measuring Student Growth Percentiles (SGPs) computed from year to year on Utah's end-of-level assessment, the SAGE, after instruction and/or intervention using specific EBPs.

The SSIP Evaluation Matrix indicates how and when each component of the three Coherent Improvement Strategies will be evaluated. As short-term objectives are evaluated, the Special Education Director, SSIP Coordinator, SSIP Specialist, CDIT, and the USBE Administration will have access to many different types of data at many different points during each year of SSIP implementation so that course adjustments can be made, if necessary. The USBE intends to gather, at minimum, survey data on every activity that is specifically implemented to achieve the SIMR, which will be reviewed by the USBE SES and/or the CDIT to contribute to the knowledge and skill base of educators in the state. However, the USBE has neither the resources nor capacity to track student outcome data and/or report to stakeholders on the outcomes of every individual activity that is undertaken during the implementation period of the SSIP. Thus, Utah has chosen to track and report on several key measurable objectives that stakeholder feedback, during the creation of SSIP Phase II, determined would be indicative of the greatest change related to each of the Coherent Improvement Strategies.

Evaluation Matrix

Table 8: Evaluation Matrix

Coherent Improvement Strategy I: High Expectations and Beliefs	Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
▼ Inclusion in grade-level Core, assessment, graduation requirements, and CCR plans ▼ Leadership ▼ Preservice and inservice professional learning ▼ Data, EBPs, and decisions ▼ Active engagement of all school personnel ▼ IEP team decisions ▼ Fiscal supports	Increase the percentage of educators and parents who believe SWD can master grade-appropriate mathematics content by 10%.	Stakeholder Beliefs/ Expectations survey.	Increase the percentage of educators and parents who believe SWD can master grade-appropriate mathematics content by 20%.	Stakeholder Beliefs/ Expectations survey.
	Decrease the number of SWD who are taking off-level mathematics courses and assessments by 20%.	SAGE tests and course codes.	Increase the number of graduating SWD taking the ACT test.	ACT participation disaggregated by SWD.
	Presentations given by any CDIT members, any SES members, and USBE administration will include information, data, and or slides created by the CDIT regarding the SSIP in all presentations having a focus on student outcomes.	Survey CDIT and administrative staff to determine percentage of presentations that include SSIP-related info.	USBE self-assessment of infrastructure alignment and improvement as measured by movement on Collaboration Continuum from Coordination to Convergence.	Survey of USBE staff.
	75% of LEA special education directors will attend a data drill and 50% of LEAs that don't meet state mathematics proficiency targets will include mathematics goals in annual PIP.	Attendance logs of data drills and percentage of PIPs that include mathematics goals.	90% of special education directors will attend a data drill and 80% of LEAs that don't meet state mathematics proficiency targets will include mathematics goals in annual PIP.	Attendance logs of data drills and percentage of PIPs that include mathematics goals.

Table 9: Evaluation Matrix II

Coherent Improvement Strategy II: Content Knowledge and Effective Instruction	Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
▼ Mathematics content and pedagogy to provide effective instruction through UDL and evidence-based interventions ▼ Leadership ▼ Preservice and inservice professional learning ▼ Data, EBPs, and decisions ▼ Active engagement of all school personnel ▼ IEP team decisions ▼ Fiscal supports	Increase the number of (Highly Qualified) special education teachers by 10%.	Number of special education teachers recorded in Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) as HQ in mathematics.	Increase the number of Highly Qualified (HQ) special education teachers by 20%.	Number of special education teachers recorded in CACTUS as HQ in mathematics.
	Increase the number of special education and general education teams trained to coteach providing Core mathematics to SWD by 20 teams.	Count of teams who finish a coteaching professional learning cohort.	75% of the LEAs in Utah will participate in PD on effective mathematics instruction, including EBPs.	Number of LEAs recorded in PD-RIO as participating in PD.
	50% of the LEAs in Utah will participate in PD on effective mathematics instruction, including EBPs.	Number of LEAs recorded in PD-RIO as participating in PD.	IHE special education programs working with CEEDAR, or CCSSO NTEP or receiving personnel preparation funds from USBE will offer the coursework for a special education mathematics endorsement.	Review of IHE course enrollment.
	Common formative or benchmark assessments administered by I-9 LEAs to evaluate their pilot projects will show SWD who received instruction using EBPs are more successful than SWD who don't.	I-9 LEA's common formative assessment or benchmark data.	Common formative or benchmark assessments administered by LEAs who adopt the successful projects from the I-9 LEAs will show SWD who received instruction using EBPs are more successful than SWD who don't.	Common formative assessment or benchmark data from LEAs who adopt I-9 LEA projects.

Table 10: Evaluation Matrix III

Coherent Improvement Strategy III: Multi-Tiered Systems of Support in Secondary Settings	Measureable Short-Term Objectives 2015–2017	Data to Collect 2015–2017	Measureable Long-Term Objectives 2017–2019	Data to Collect 2017–2019
▼ Infrastructure, scale and fidelity ▼ Leadership ▼ Preservice and inservice professional learning ▼ Data, EBPs, and decisions ▼ Active engagement of all school personnel ▼ IEP team decisions ▼ Fiscal supports	Provide secondary general and special education teachers from 15% of the LEAs in Utah with PD on evidence-based effective Tier II and Tier III mathematics interventions.	Number of LEAs recorded in PD-RIO as participating in PD.	Provide secondary general and special education teachers from 25% of the LEAs in Utah with PD on evidence-based Tier II and Tier III mathematics interventions.	Number of LEAs recorded in PD-RIO as participating in PD.
	Common formative assessments or benchmark assessments administered by I-9 LEAs to evaluate their pilot projects will show SWD who received evidence-based Tier II and Tier III interventions are more successful than SWD who don't.	I-9 LEAs' common formative assessment or benchmark data.	Increase the number of SWD who achieve a Utah college-ready score on the mathematics section of the ACT by 5%.	ACT scores disaggregated by SWD.
			Common formative assessments or benchmark assessments administered by LEAs who adopt the successful projects from the I-9 LEAs will show that SWD who receive evidence-based Tier II and Tier III interventions are more successful than SWD who don't.	Common formative assessment or benchmark data from LEAs who adopt I-9 LEA projects.

To measure the SIMR, Utah will annually determine the percentage of all students in grades six through eight with the special education classification of SLI and SLD who are proficient. Scores derived from the SAGE test have been determined to be valid and reliable by the vendor, the USBE Assessment department, and a stakeholder committee led by a contract statistician from the Center for Assessment that meets monthly to review SAGE technical specifications, security and administration issues, and data.

Utah has an annual target to improve proficiency by 2.2%. After the implementation of the initial group of activities outlined herein, the failure to meet the annual target will indicate the need to review the improvement activities and suggest possible course changes. The USBE SES and CDIT will annually review the SAGE data to determine whether Utah is meeting annual targets and achieving the SIMR. As statewide change in proficiency is a slow process, the USBE is not expecting that SAGE proficiency data will change dramatically in the short term, but the USBE does expect that improved outcomes will manifest themselves in SAGE proficiency data in the long term, and that Utah will achieve its SIMR by 2019. This trend was the case for the first year, as Utah increased its proficiency by 1.60% over baseline, but did not meet the target of a 2.22% increase.

PD provided by the USBE SES, UPDN, or the CDIT will be evaluated to determine if it includes the required elements to be considered high quality. The UPDN has created a seven-step (review, objective, link, relevance, demonstration, guided practice, independent practice) PD planning process that, when implemented, will ensure PD providers incorporate all the necessary elements required for educator skill transfer leading to improved student outcomes. The PD-RIO system will also be used to survey participants about their reactions to, and their learning as a result of, the PD provided. Each PD experience will use the PD-RIO survey questions to determine whether desired outcomes are being achieved.

To determine the effectiveness of EBPs implemented directly with groups of students, common formative assessment and/or benchmark data on student responses to the EBPs will be collected at regular intervals according to the schedule and the established criteria for successful implementation outlined in the evaluation plan of each individual I-9 LEA project. The formative and/or benchmark data will then be compared to groups of students who did not receive the EBP. Successful interventions will be continued and scaled up, while interventions that are not successful will be evaluated to determine whether they were 1) implemented with fidelity and simply were not effective, 2) implemented with fidelity but likely need more time for improved outcomes to be manifest, or 3) not implemented with fidelity and need to be adjusted and re-implemented. The LEA will submit the results of the project evaluation plan to the CDIT, who will review the data and share results with stakeholders to elicit feedback about the process. If the EBPs produce no noticeable increase in student achievement, they will likely be abandoned, and Utah's annual SSIP report will note that and suggest any revisions determined appropriate.

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UTAH

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE II

Utah State Board of Education

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